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ABSTRACT

This guide is designed to serve as a reference for teacher-coordinators involved in the delivery of cooperative part-time training that is part of a coordinated vocational-academic education program. Addressed in the individual sections of the guide are the following topics: related subject-area instruction for vocational students, the role of the coordinator, selection of students, selection of training stations, placement of students, coordination, training plans, advisory committees, classroom facilities, organization and administration of a chapter of the Vocational Opportunities Club of Texas, publicity and public relations, and procedures for closing out the school year. An appendix to the guide includes various forms and certificates for use in maintaining permanent student records and coordinating a cooperative education program. (MN)

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COOPERATIVE PART-TIME TRAINING

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A Guide for

COORDINATED VOCATIONAL-ACADEMIC EDUCATION TEACHER-COORDINATORS

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James Cogdell, Educational Specialist II
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Vocational Industrial Education Area Specialist

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See Area Specialist Map Next Page

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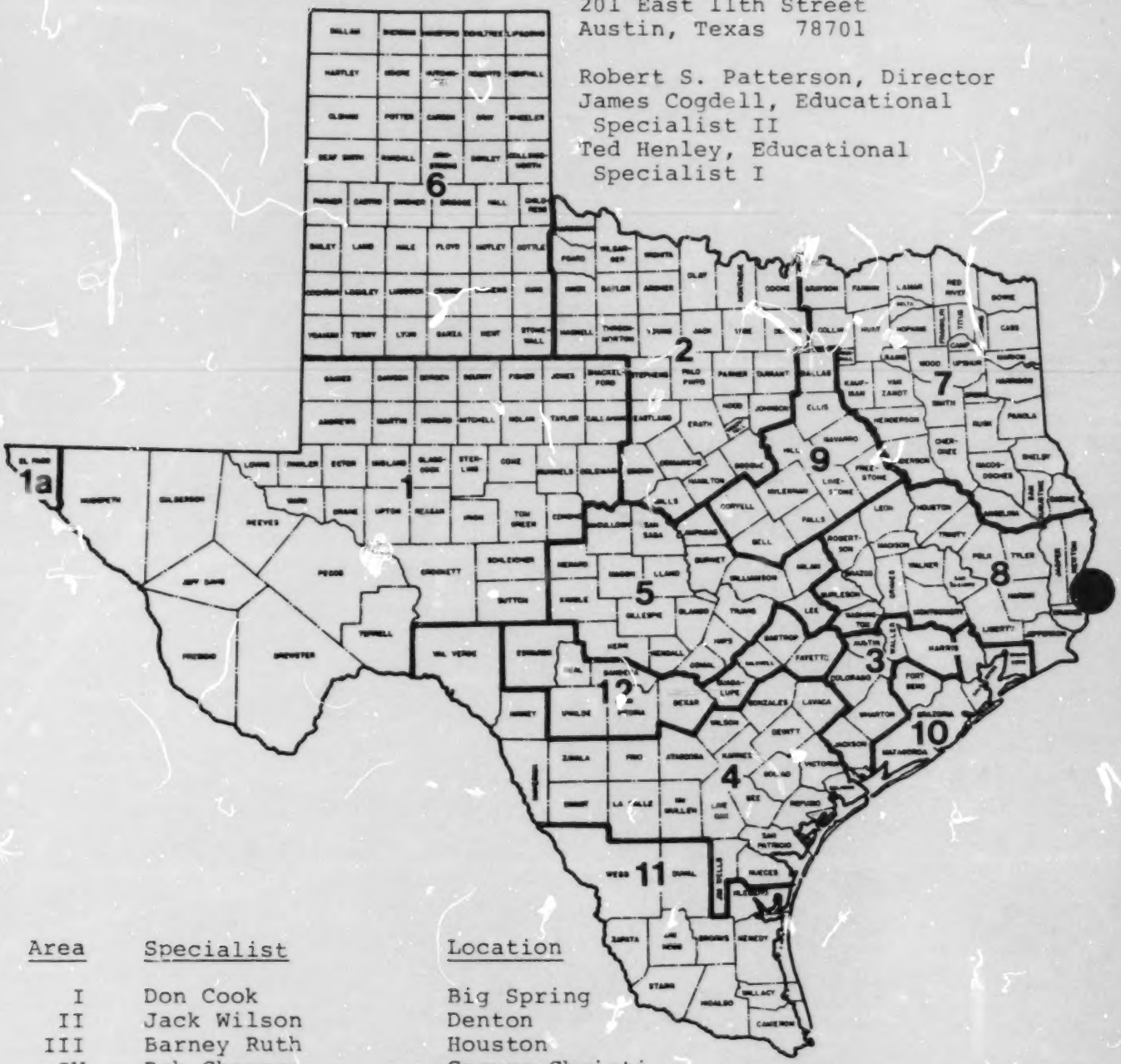

Area	Specialist	Location
I	Don Cook	Big Spring
II	Jack Wilson	Denton
III	Barney Ruth	Houston
IV	Bob Chapman	Corpus Christi
V	Jack Risinger	Austin
VI	Buck Johnson	Plainview
VII	Mike McCallium	Sulphur Springs
VIII	Charles Kisselburg	Crockett
IX	Harvey Patterson	Denton
X	Robert Gaines	Houston
XI	Eutiquio Elizondo	McAllen
XII	James Perry	Austin

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Charles R. (Randy) Traylor

CHAPTER I

INTRODUCTION

If education is to be relevant to today's needs, it must include in its curriculum certain basic educational knowledges and skills plus preparation for entering and progressing in the world of work. Cooperative education is a valuable way of meeting these needs by bringing the working and learning experience into a close relationship.

An appreciable number of young people have special learning needs requiring motivation. The most frequent reason given by such young people for their lack of effort or success is that school is meaningless. They think there is little or no long-term relationship between the courses available and their application to later life. For such young people, early rewards must be apparent, a high interest level must be present, and the course must have relevance.

Future prosperity depends on the school's ability to revive potential "drop outs" and to assist them in developing survival skills for a technical society.

Types of Programs

Coordinated Vocational Academic Education (CVAE) for persons enrolled in public schools may be conducted in one of two types of programs:

1. Pre-employment Lab Training and modified Academic Program
2. Cooperative Part-time Training and modified Academic Program

Each program differs in standards, methods of operation, and qualification of teachers. This hand book will be concerned with cooperative part-time training.

Definition of Cooperative Education

Cooperative Education is a vocational educational program arranged between schools and selected business establishments in the community. The program for each student is guided by an approved training plan agreed to by the student, the school, and the student's training sponsor. CVAE includes vocational and related academic instruction which provides educational opportunities of acquiring saleable vocational skills. CVAE is an attempt to make education relevant to students with "special learning needs." The school supplies the related instruction which is correlated to on-the-job training the student receives. These two experiences must be planned and supervised by the school and training sponsor so that each contributes to the student's education and employability.

Occupational Experience Program

The primary aim of occupational experience program is the development of occupational competence; therefore, they are vocational in nature. There are two kinds of occupational experience programs: work-study and cooperative. Both of these use "on-the-job" training as a foundation for learning.

While work-study programs and cooperative education programs have some common characteristics, a fundamental difference exists between them. The basic difference is in the major objective which necessitates the provision of related instructional education; school instruction is not specificially related to the student's training on the job. The regular school has little or no opportunity to integrate classroom activities with the work experiences of the pupil. On the other hand, the cooperative education program, by means of the job analysis, is able to integrate the classroom activities with each pupil's on-the-job experience.

There are many other differences in the two programs, but for now the major difference is that the cooperative experience program is a training program and not a work program.

Adaptability of Cooperative Part-Time Training

Cooperative programs are characterized by their quick adaptability to change in occupational techniques and in labor market demands. The cooperative program is one that can fit into a small community as well as a large city. In some communities, it is not practical to offer pre-employment laboratory training in many of the occupations offering employment in the community because of the comparatively small numbers of persons employed in each occupation. In such communities, use of the cooperative program plan makes possible training for small numbers of students in several different occupations, without necessitating an extensive financial outlay for equipment and materials in the school plant. A regular classroom can easily be converted into an adequate facility for the program.

Advantages for Students, School, Community, and Employers

A cooperative education program, properly planned and executed, will benefit the school, community, and employer, as well as the student. When CVAE cooperative students graduate, or if they drop out of school, they should have acquired some saleable skills and have made valuable work contacts in their chosen occupations. After graduation they will, in many instances, continue in full-time employment with the participating training sponsor where they obtained their training experiences. Some advantages to the student are:

1. Provides for a certain amount of selection of and training in a vocation

2. Provides an opportunity to learn a trade or occupation while concurrently earning a high school diploma

3. Provides training in jobs under conditions in a work atomosphere very difficult to reproduce outside the actual work environment

4. Offers the opportunity to learn the technical information of an occupation as well as the manipulative skills. Through related instruction, the student is enabled to understand the nature of the work being performed.

5. Provides the opportunity to establish a positive image on the job through two years of experience

School

The program enables the school to expand its course offerings without major financial outlays for laboratory and other equipment, it gives the school an effective medium for involving the community in the development of an effective vocational education program, and it augments the school's capacity for holding the student's interest in formal education. Because of its holding power of non-academically inclined students, cooperative training is often valuable in reducing the school's drop-out rate. Many secondary schools offer terminal students (non-college bound) very little in the way of vocational preparation or orientation to the highly sophisticated society in which they will find themselves after leaving school. Some advantages to the school are:

1. Provides for vocational training without an extensive outlay for equipment and materials

2. Helps the school keep abreast of modern trends in business and industry

3. Helps meet the training needs of the community without over-training in any one trade or occupation

4. Provides a meaningful course for students who do not plan to continue their education beyond high school

5. Makes school more meaningful for potential drop-outs and helps retain them in school

6. Provides a qualified staff member to assist in guidance work

7. Creates support for the school in the business community

Training sponsors

Through the cooperative education program, training sponsors participate with the school in the selection, instruction, and training of the participating students. As a result, they gain a source of select, motivated workers. Some advantages to the training sponsor are:

1. Relieves the training sponsor of some training problems. The cooperative program is a source of loyal, competent employees trained in the employer's own facilities

2. Satisfaction of rendering an important service to the community. The training sponsor can trace a contribution to the reduction of the "drop-out" rate, thus turning some individuals, who might otherwise have become economic liabilities, into productive citizens.

3. Publicity connected with participation

4. Offers opportunity to participate in an education enterprise

Community

The cooperative program is not only a workable "drop-out" prevention program, but it also develops young citizens with saleable skills, having incentive to remain in the community and build a local labor supply which may cause more businesses to locate in the community. The program is a partial solution to the unemployment problem and dependence on welfare. Some advantages to the community are:

1. Reduces unemployment by creating placement mechanism

2. Promotes appropriate work habits

3. Provides needed skills

4. Provides an economical solution for meeting the educational need of study

CHAPTER II

RELATED SUBJECT AREAS--VOCATIONAL

The related-study activity is one of the most important phases of the CVAE Cooperative Part-Time Training Program. Here, the school furnishes not only technical information, but important social and economic instruction as well. The teacher-coordinator utilizes this period to help the students in arranging the combination of materials, methods, and sources of help needed to prepare them for occupational adjustment and advancement. The students receive related instruction appropriate to their assignments on their training stations.

Related instruction is provided after consulting with the participating training sponsor about its content. It is supplementary to the laboratory experiences gained at the training station. To make this related information meaningful, the student should be able to see its purpose and its application, to practice it, and to discuss it with the coordinator or training sponsor. One advantage of having the coordinator teach a related instruction class is that he/she can relate learning experiences which are meaningful to the needs of the students in their training. These needs are the reason the related instruction is tuned to on-the-job training.

Group Instruction

In addition to the individualized study by the student, time is allowed for group instruction. In fact, one of the desired outcomes of related instruction classes is the exchange of information and experiences among student-trainees. Through group discussions, they are able to clarify work-related values and discover how other student-trainees go about adjusting to their training stations.

Community Sources

An excellent way of providing related instruction is for the teacher to bring into the classroom specialists and technicians from business and industry. Retired technicians and professional people in the community can also serve in this capacity.

Related instruction is of two types:

1. Technical Related Instruction

   This is the instruction offered by the CVAE teacher-coordinator which, as much as possible, is correlated to the experience that the student is receiving "on the job." It is technical information provided on a supervised, individual study basis to afford students the opportunity to gain competence at their own speed. This related instruction clarifies and makes the nature of work the student is performing more meaningful.

The teacher should devote approximately 60 percent of the student's class time to occupationally related instruction. Under the supervision of the teacher, each student works independently and progresses in accordance with his or her ability.

2. General Related Instruction (usually pursued through group discussion)

Topics of interest and importance to the entire group are discussed here by brief teacher lectures, but primarily through planned discussions in which students take the lead (under the teachers's guidance). The student is encouraged to apply the group instruction in the classroom to specific job situations.

General related study is directed toward topics which will contribute most to the vocational adjustment of students at their work stations and to socio-economic conditions in the community. In related study, student-trainees learn many of the traits which most employers desire.

Approximately 40 percent of the total instructional time is devoted to this group instruction and activities designed to orient and adjust students to employment conditions and to develop proper attitudes toward the school, employment, social and civic relationships, and to develop youth leadership abilities.

Typical of the subjects covered here are orientation, job application and interview, safety, employer-employee relations, getting along with co-workers, salaries: where do they go?, changing jobs and resignations, labor unions, free enterprise, leadership development, personal appearance, understanding yourself, assuming responsibility, human relations, decision-making, income tax, you and the law, communications, banking, consumerism, credit, budgeting, insurance, and the metric system.

Specific Objectives For Developing Abilities, Understanding, and Appreciations In:

Job-Related

1. Apply related technical information
2. Perform basic manipulative operations
3. Make working sketches
4. Adapt to changes in technology
5. Realize broad aspects of work trends factors
6. Read related literature
7. Participate in professional trade organization
8. Reach goals of vocational and technical education
9. Apply techniques of job application
10. Achieve a high quality of workmanship
11. Value time
12. Form good work habits
13. Exhibit pride in a job well done
14. Show a willingness to do more than minimum

15. Understand the need for productivity
16. Value the tools of the trade
17. Plan training effectively

Human Relations

1. Communicate--both orally and in writing
2. Live harmoniously with others
3. Realize needs of others
4. Be open-minded and receptive to change
5. Respect authority
6. Display reliability-dependability
7. Form good employer-employee relations
8. Apply individual initiative and responsibility
9. Listen effectively

Leadership

1. Work at problem solving techniques
2. Talk effectively
3. Display leadership skills
4. Value other courses
5. Understand basic economics, business, and management
6. Have a sense of balance and proportion
7. Rise above failure
8. Speak up in defense of principles
9. Acquire a knowledge as applied to other fields
10. Value experience
11. Develop special aptitudes

Social Studies

1. Be aware of national issues
2. Identify civic needs of community
3. Understand Social Security and benefits
4. Understand the free enterprise system
5. Participate in democratic society
6. Discuss related legislation
7. Understand the history of industry

Social Maturity

1. Value moral conduct and ethical living
2. Develop a standard of living

Safety

1. Form good safety habits
2. Administer first aid
3. Recognize hazards and remove them
4. Clean-safe work areas
5. Select and use materials of industry

Good Study Habits

1. Utilize the library
2. Develop reading skills
3. Use time effectively

Student Lesson Assignments

The coordinator must see that the student's assignments are related to the general training the student is receiving and the most frequent types of training being performed over a period of time. The coordinator has two basic methods of securing this information: training station visitation and the student's daily job report.

Daily student lesson assignments should be based on the individuality of the student and interest. In addition to written assignment sheets, the teacher should vary the daily classroom activities by using audio-visual devices, visiting speakers, field trips, experiments, role playing, group discussions, etc.

Grading Students' Work

Students' written work should be graded promptly and accurately. Failure of the teacher-coordinator to check or grade every page of written work thoroughly will destroy the effectiveness of the related instruction. Students soon become aware of this practice and consequently become less inclined to do their best work in the classroom

Suggestions for Evaluation of Student Progress for Both Vocational and Academic

1. Since the CVAE program has been designed to increase the school's holding power and to decrease the number of dropouts, teachers should exercise great care in evaluating each pupil's progress. It is hoped that, with the flexibility permitted the teacher, work will be so individualized that the majority of pupils will receive a passing mark and failure will be kept to a minimum.

2. Evaluation of the pupil's progress should not be based on written work only. Each pupil's classroom participation, effort, attitude, and interest must be considered.

3. Both the school and the employer have the responsibility for evaluating the "on-the-job" performance of the student-trainee. In most cases, this is a joint venture between the coordinator and the training sponsor. A student should be evaluated according to the newly acquired experiences and to what level this new acquisition has been above and beyond that which was possessed before.

4. Some students may, under this adjusted program, be able to progress beyond anticipated goals and may be able to develop latent abilities. In such cases, at the beginning of the next school year, these pupils should be considered as candidates for placement into the regular vocational programs.

CHAPTER III

THE COORDINATOR

The teacher-coordinator has the ability to understand as an analyst, to organize as a planner, to be fair as an evaluator, to be illustrative as a picture, and, above all, to be a leader by words and deeds.

The Teacher-Counselor

While trying to adjust to the work situations and new patterns of living that are conducive to success in their jobs, most student-trainees in cooperative programs for the disadvantaged need vocational guidance, intensive counseling, and individual help with personal problems. The teacher-coordinator will have to serve as the mediator and provide this necessary service.

Characteristics of the Coordinator

1. Teachers should always bear in mind that the starting point in teaching disadvantaged children is in having the utmost respect for them.

2. Teachers who work with culturally deprived youth need a sincere commitment to their task. No matter how excellent the program may be, it will not succeed unless teachers are committed.

   a. They must be able to control their biases and prejudices.
   b. They must be prepared to accept each child as a human being, irrespective of appearance or behavior, and to take pride in helping each child develop.
   c. They must be sensitive to the child's values.
   d. Teachers must avoid misconceptions regarding the ability of these children to learn and to aspire.

3. Adaptability or flexibility (readiness for innovation or experimentation) in the face of new and unexpected situations is essential.

   a. The rigid person will experience great difficulty in dealing with the many and varied classroom situations faced each day.
   b. Teachers of disadvantaged learners will need to have a high frustration tolerance.

4. The teachers must be fair in dealing with the values of the pupils as well as those of their own.

5. The teacher must be patient, and above all, display a sense of humor.

6. Teachers must be creative, and when one method or technique fails, they can try others.

7. Teachers must be enthusiastic--enthusiastic enough for themselves and the pupils.

8. Physical stamina, dedication, and a warm outgoing personality are important traits required of the "coop" teacher.

Teaching Characteristics

1. Creates warm and open classroom climate to facilitate learning

2. Encourages questioning and evaluation rather than expecting blind conformity

3. Treats each student with respect

4. Shares educational process with students by cooperative planning

5. Listens carefully to students

6. Accepts and encourages expression of different points of view

7. Encourages divergent thought and attempts to think creatively

8. Diagnoses level of students' understanding and performance and builds upon what they can already do

9. Adjusts learning experiences to individual differences in interests, abilities, conceptual sytles and personality types, and makes provisions to meet unique needs of students

10. Uses teaching strategies to help students analyze their own behavior and feelings and consider alternatives

11. Teaches significant concepts, skills, theories, generalizations, etc. (as opposed to discrete data), that are new and interesting to students in their vocational courses and which will be useful to them later as community members

12. Rewards students for success and persistence

13. Reinforces desired behavior

14. Models desired behavior both in and out of the classroom

15. Maintains effective communication with parents, school administrators, and other faculty members

16. Works effectively as member of an educational team and provides leadership when necessary

17. Participates in various activities of new educational developments

18. Is optimistic, even in the face of adversity

19. Strives toward the "ideal," accepting something less while still not subscribing to the idea that "If you save one, your year has been a success"

20. Promotes cooperation of other school staff members in commonly meeting the needs of students

Other Academic Provisions

1. Curricula must be flexible and should be taught at the achievement level of the student.

2. Remedial work parallel with identified ability shall be given to students in areas of low-level achievement.

3. Primary emphasis will be on the basic tools of language arts and mathematics. The basic skills taught will be in reading, writing, speaking, listening, and arithmetic areas.

4. Academic instruction content will be functional, with practical application to occupational training whenever possible.

Coordinator's Activities

1. Organizes class

2. Counsels prospective students

3. Interviews prospective students

4. Develops training stations

5. Places students in employment

6. Prepares training plans

7. Organizes advisory committees

8. Sets up classroom facilities

9. Sets up library

10. Sponsors a Vocational Opportunities Clubs of Texas chapter

Teaching Related Subjects

1. Organize files for instructional materials

2. Make individual student assignments

3. Lead group discussions

4. Keep individual student records

5. Grade and record assignments

6. Order instructional materials

7. Keep inventories of instructional materials

Organizing Instructional Material

1. Conduct occupational analysis of each training station

2. Write individual study guides for each occupation that students are employed in

3. Develop instructional material

4. Secure additional instructional material

Coordinating the Program

1. Plan visitation to employers

2. Plan visitation to parents

3. Confer with employers and parents

4. Counsel with students

5. Attend Advisory Committee meetings

6. Prepare daily records and reports

7. Keep permanent records of students:

   a. Keep follow-up records of school graduates
   b. Keep follow-up records of drop-outs with saleable skills

Qualifications of Teacher-Coordinators

A teacher-coordinator of coordinated vocational-academic cooperative part-time training must meet the following requirements:

1. General education: An earned degree from an approved college or university.

2. Occupational experience: Two years of full-time wage earning experience in one or more occupations for which training is being offered in the program.

3. Teaching experience: Two years' teaching experience in the secondary public schools or with such leadership experience and training, together with the maturity needed to perform satisfactorily as a teacher-coordinator.

Certification of Teacher-Coordinators

After a Statement of Qualifications (TCER-026) for a prospective teacher has been approved by the Division of Certification, TEA, and the applicant has been employed by a public school, an Emergency Teaching Permit for one year will be issued, upon request, to the employing school. A second Emergency Teaching Permit may be issued for the second year of teaching provided the teacher has completed three specified teacher-training courses conducted by a designated teacher training institution. A teacher may be issued a Provisional Certificate (with an endorsement in industrial coordinated vocational-academic education) provided the applicant has successfully completed the six specified teacher training courses through a designated teacher training institution, has taught in the specified field successfully for two years, furnishes the vocational industrial education program completed certificate application forms, and submits an official transcript indicating successful completion of the statutory requirement for United States and Texas government courses.

A teacher-coordinator not completing the first courses prior to the first year of teaching should attend a 30-hour (noncredit) orientation program prior to teaching CVAE cooperative part-time training.

Requirements for Provisional Vocational Trades and Industry CVAE/VEH Certificates

1. Trades and Industry Coordinated Vocational-Academic Education (CVAE)/Vocational Education for the Handicapped (VEH)--Cooperative Program Teachers

   a. Option I:

      (1) Bachelor's degree from an institution approved for the preparation of CVAE/VEH cooperative coordinators

      (2) Two years of full-time, wage-earning experience in one or more occupations to be taught

      (3) Approval of Statement of Qualifications

   b. Option II:

      (1) Bachelor's degree from an accredited institution

      (2) Two years of teaching experience in a secondary school or other leadership experience and training, together with the maturity needed to perform satisfactorily as a teacher coordinator

      (3) Two years of wage-earning experience in two or more occupations to be taught

      (4) Two years successful experience teaching CVAE/VEH Cooperative while on Emergency Teaching Permits

(5) 6 specified courses of professional teacher education

(6) Approval of Statement of Qualifications

Employment Period of CVAE Teacher-Coordinators

A coordinator is employed for ten consecutive months, and he/she may be employed for eleven months if approved by the Texas Education Agency.

Coordinator's Records

1. Computation of average pupil membership for purposes of full funding.

   The average membership of eligible students enrolled in approved cooperative programs is determined by recording the eligible student enrollment at the end of the first 30 days of school and the eligible enrollment at the end of the next two 20-school day periods, and the third 20-day period of the fifth day of the next semester, adding these four figures and dividing the sum by four.

2. Cooperative Training Plan

   This form is a plan of training. A training plan in triplicate is required for each eligible student enrolled in the program and is due in the area specialist's office no later than two weeks after the student is placed on the job. (The coordinator should retain one copy for personal files.)

3. Monthly Travel Report

   This report is a record of the coordinator's travel to training stations, home visits, and in-service meetings. This form is to be filled out and sent to the local vocational administrator each month for reimbursement of travel expense. (Retain a copy of all cash receipts, hotel or motel expense, and a copy of each monthly travel report in the coordinator's file.)

4. Coordinator's Diary

   A small pocket notebook can be used to make informal notes on coordination activities. Information and data obtained for the notes can be used for the basis for building a course of study for each student.

5. Daily Itinerary

   This form is to be filled out and left with the school principal before leaving for the coordination duties in the afternoon. (School policies vary in this area.)

6. Employer's Periodic Rating Form

This form is used to obtain information for the employer on student progress at the training station. This type of evaluation sheet has two advantages: it permits the coordinator to assess the overall progress of the student, and it helps the coordinator in counseling the student.

7. Permanent Records

This is a record of each student who enrolls in the class. It should include: an application to CVAE Cooperative Education class, parental consent, employer's evaluation sheets, weekly training and earnings report, photographs and approved training plans, and follow-up information.

8. Student Follow-Up Report

A record for each graduating senior and school drop-out who has a saleable skill must be kept for a period of five years. The coordinator should use every means available to make follow-up records as complete and favorable as possible. (Retain a copy of all reports and correspondence in the coordinator's file.)

A List of the Coordinator's Activities

1. Organizing Classes:

Conduct occupational surveys
Conduct school surveys
Organize advisory committees
Publicize new programs
Interview prospective students
Interview prospective employers
Prepare training plans
Obtain training stations
Counsel prospective students
Place students in employment
Register and schedule students in classes
Set up classroom facilities
Set up library
Work out schedules for work experience with employers
Assist students in obtaining social security cards, employment age certificates, student-learner certificates

2. Teaching Related Subjects:

Set up files for instructional materials
Make individual student assignments
Supervise study period
Lead group discussions
Keep class records
Requisition and order instructional materials
Grade and record written assignments
Administer tests

Compute and record periodic grade report as required by local school
Keep inventories of instructional materials

3. Organizing Instructional Materials:

Adapt occupational analysis to meet local requirements
Duplicate instructional materials
Secure instructional materials
Write instructional sheets based on related topics, in the format of:
Assignment sheets
Test sheets

4. Coordinating the Program:

Prepare time budget
Plan intineraries (visitation)
Confer with employers
Secure employers' rating sheets
Confer with advisory committees
Interview prospective students and employers
Visit parents of students
Counsel with students
Publicize activities of class
Prepare daily coordination records and reports
Keep permanent records of students; keep follow-up records of graduates and program leaders

5. Other Activities:

Sponsor a VOCT Chapter, for the purpose of developing wholesome attitudes, leadership, and higher trade ethics
Assist in school and civic activities and projects
Confer with management and employee organizations on training needs

CHAPTER IV

SELECTION OF STUDENTS

The chief factor in the selection of student-learners in the CVAE Cooperative Part-Time Training Program is the involvement of students who can succeed and benefit from the program. However, the nature of the program makes it necessary for students to possess certain qualifications.

Specific Student Eligibility Requirements

1. Students must be at least 16 years of age at the time of entry into the Cooperative Part-Time Training Program.

2. Students must be one or more years below grade level in achievement in three or more academic classes or are so indicated by standardized testing grade equivalency data.

3. Students must be able to profit from the instruction given in the program.

4. Applicants shall be employed within three weeks after admission to the course.

5. An approved training plan must be on file with the Texas Education Agency area office within two weeks after employment.

6. Special Education students must be ARDed into the program according to TEA guidelines.

Other Considerations for Selection

1. The student must have the written permission of parent or guardian to take the course.

2. Students must provide their own means of transportation to and from their training stations. This does not mean that they must own a car. It means that neither the school, the coordinator, nor the employer will provide transportation.

3. The student must be willing to work on Saturdays and holidays if desired by the employer.

4. The student must put forth the necessary effort to succeed by exhibiting a proper attitude and willingness to work.

5. The student must be employable--that is, physically and mentally qualified to work.

6. The student must have a training objective.

7. The student must be willing to faithfully perform the duties of the occupation and abide by the plan of training.

Student Applications

Much of the personal information about applicants can best be secured through personal interviews. Other items of information--those to which the coordinator may need to refer frequently--should be contained in the Student Application. The application blank should be given to acceptable student applicants for completion following the first interview with the coordinator. (See appendix)

All applications, signed by the applicant and a parent, should be filed for future reference. When a student has been placed in employment, the application should be placed in the student's personal folder.

After a student has been accepted into the program, the coordinator may elect to have the student and the parent sign and keep a suggested Code of Ethics.

General Characteristics of Eligible Students

The students tend to be low or underachievers. They are often handicapped academically because of low scholastic ability and lack of educational and cultural advantages. One or more grades behind, they are potential drop-outs.

The students may have few communication skills. They are at a disadvantage with other students because of low reading ability, lack of verbal fluency, lack of creativity, inability to think abstractly, short attention span, and slowness of learning.

Students may have irregular attendance, are frequently tardy, and are usually disinterested in school. They feel that they are second-class citizens at school and, as a result, do not like school, believe they can not learn, and feel their teachers neither accept nor understand them.

Students usually have no personal goals, lack a sense of purpose, lack self-confidence, and often develop negative self-images. These students may not have an opportunity at home or in the immediate neighborhood to become acquainted with a way of life different from their own, or with persons in occupations of higher status than those with whom they associate; therefore, they may not be motivated to attend school or to want something better. Standards of their family and neighborhood may discourage them from aspiring to a higher level of achievement or way of life.

CHAPTER V

SELECTION OF TRAINING STATIONS

The cooperating business establishment provides the work training experience needed to develop basic manipulative skills and to apply acquired technical knowledge. The business firm where the student receives this practical work training experience is called the training station. The person who hires the student is the employer who may delegate the supervision of the student's work training to a subordinate, such as a foreman or an experienced employee, called a training sponsor. The training sponsor serves as the "teacher" at the place of employment.

The employer agrees to vary the work experience according to a step-by-step training plan. This pre-arranged plan, developed by the employer and the coordinator, outlines the steps which will enable a student to learn the business or trade in the most logical manner. The employer agrees to report periodically on the student's progress.

Importance and Use of Training Stations

In cooperative part-time training, the school and local business establishments combine their efforts in an endeavor to develop appreciations, attitudes, and work habits that will contribute to the growth of good, self-supporting citizens. Through daily classwork, under the direct supervision of the teacher-coordinator, the school provides organized instruction designed to develop knowledge of technical and related aspects of the occupation.

Training Station

The Cooperative Education program's goal is the development of the student's occupational competency. The student acquires vocational competence and proficiency and discovers how to make "world of work" adjustment in the "on-the-job" training supplied by the employer. This skill and knowledge are developed as the student is put through an established succession of job experiences in the paid part-time employment provided by the employer (the training station).

Selection of Training Stations

The most important factor in selecting a training station is the attitude of the prospective participating employer and employees toward the student-trainee and the cooperative training arrangement. Students must never be placed in a situation where the employer has been "pushed" or "pressured" into taking a trainee. Approval of training stations should be a mutual agreement for all concerned, and they must understand that the "job" is primarily for the purpose of training instead of an opportunity to earn money.

Desirable Training Stations

In addition to the attitude of the training sponsor and his/her employees, several other factors should be considered by the coordinator in placing students in a particular training station.

1. Respectability and responsibility of the employer
2. Variety of work available for training
3. Opportunity for permanent employment
4. Modern training equipment, facilities, and methods
5. Opportunity for advancement
6. Good employer-employee relationships
7. Standards of workmanship
8. Wages to be paid student-learner
9. Safety practices maintained
10. Location and enviornment of firm
11. Training schedule

Undesirable Training Stations

1. Limited training facilities
2. Remote location
3. Unsafe conditions
4. Questionable reputation of employer
5. Work on a "piece-rate" or commission basis
6. Limited variety of training experiences
7. Inadequate opportunity for advancement

Methods of Locating Training Stations

1. Yellow pages of telephone directory
2. City directory
3. Chamber of Commerce
4. Personal calls to business establishments

5. Records on file of previous training stations

6. Texas Employment Commission

7. Securing leads from other sources such as:

   a. Civic organizations
   b. Advisory committee members
   c. Counselors and other school personnel
   d. Other business people
   e. Trade associations
   f. Professional organizations
   g. Permanent card file system of names of business owners, managers, and/or other persons to be contacted
   h. Printed brochures and other public relation devices to aid in locating and selling programs to prospective employers

Wages of the Participating Students

Student-learners should receive standard wages while enrolled in the Cooperative Vocational Education Program. Wages are an important part of the trainee-employer relationship and the commitment of both parties to achieving training objectives.

If less than minimum wage is desired, an application for authorization to employ a student-learner at subminimum wage should be filed with U. S. Department of Labor before the student begins work at a station.

Training Station Visitations

Visits to each training station should be made at least once each grading period, but frequently a coordinator may have to visit a station three to four times a week to solve a "problem." Effective coordination can result only if the coordinator is welcome at all times in the various places visited. Therefore, the coordinator must use wisdom in personal conduct.

CHAPTER VI

PLACEMENT OF STUDENTS

After acceptable training stations have been located and approved, the employers of these training stations are permitted to select from the applications those students whom they wish to interview. By furnishing all available information about each student, the coordinator can then assist the employers in their selection. Each employer, not the coordinator, selects the student for the specific job. Students should not be accepted into the program simply because they already have a job that fits the standards of the program.

Employer Preparation

The coordinator's responsibility to the training sponsor is to assist in establishing a suitable training program and schedule for the individual student trainee. The coordinator will provide the student trainee with specific information which relates directly to the student's job and area of training. The coordinator will assist the training sponsor in every way to fulfill each student-trainee's occupational objective and training needs. The following list includes some of the information about the student the coordinator should provide the training sponsor before training begins: (1) grade level, (2) age, (3) physical defects, (4) experience.

Student Preparation

The coordinator's orientation of the student to the business, employees, and operation is vital. The coordinator indicates to the student: (1) that there must be a positive work attitude; (2) the need for punctuality, honesty, loyalty, enthusiasm, and cooperation; and (3) specific training duties. With this information, the student is better prepared for an interview with the prospective training sponsor.

Student Preparation for the Interview

Detailed instructions should be given to the student before the interview. A self-evaluation should be conducted by the student to find individual strengths and weaknesses. The student should be instructed on how to fill out the application form. Some of the procedures for filling out application forms are listed as follows:

1. Read directions carefully before writing on the form
2. Have work experiences log available
3. Have references--names, addresses, and permissions
4. Be neat and correct--spelling, use ink, etc.

5. Have family information available

6. Have personal history information on hand

7. Know type of job applying for with company

8. Know something about the company

9. Know reasons desiring to train with this company

10. Know own ambitions

11. Know what can be done in this company

12. Know what salary is expected

Personal appearance for an interview should be discussed in detail. Some of the areas needing attention are listed below.

1. Clothing (suitable dress for the type of job being applied for)

   a. Neat, clean, pressed
   b. Shoes of appropriate type, polished
   c. Avoid sporty, party, or flashy clothing

2. Physical (wear a warm, pleasant smile)

   a. A recent bath is a must
   b. Nails clean and filed
   c. Hair cut (avoid extreme hairdos)
   d. Brush teeth and use mouthwash
   e. Leave nervous tension at home

Proper behavior during the interview should be covered in detail. The procedures listed below should be practiced prior to an interview.

1. Be on time (better still, be 10-15 minutes ahead of time)

2. Go alone to the interview

3. Introduce self to the interviewer

4. Shake hand <u>if</u> offered (no dead fish or bone crusher)

5. Sit down when invited and sit erect

6. Do not smoke during the interview

7. Look at the interviewer and indicate interest

8. Answer questions fully and truthfully

9. Be tactful, take a positive attitude, and never criticize former employers, etc.

10. Know when the interview is over

11. Express thanks for the interview

12. Speak clearly and distinctly and use correct grammar

13. Let the interviewer lead the conversation

14. Be ready to tell facts about oneself that would be of interest

15. Do not argue

16. Be courteous

There are many methods to use in preparing the student for the interview. Using the following suggestions will make it easier to place students on a job.

1. Class discussions and role-playing

2. Demonstrations

3. Guest speakers (personnel managers, etc.)

4. Visual aids

5. Tape recorder (teacher-student)

6. Personal interview (role-playing--the teacher interviews the student as the class observes--the teacher may want to use the questions listed below in interviewing the student)

7. Class practice on filling out application forms

8. Use questions commonly asked by employers in class discussions, test, tape recorder, etc.

The student is often asked many questions during the interview. The student should be made aware of those questions that may be asked. Some of these are listed below.

1. In what school activities have you participated? Why?

2. Which did you enjoy the most?

3. How do you spend your spare time? What are your hobbies?

4. In what type of position are you most interested?

5. Why do you think you might like to work for our company?

6. What jobs have you held? How were you obtained? Why did you leave?

7. What courses do you like best? Least? Why?

8. What courses did you choose for your particular field of work?

9. How do you spend your vacations while in school?

10. What do you know about our company?

11. What qualifications do you have that make you feel you will be successful in your field?

12. What extracurricular offices have you held?

13. What are your ideas on salary?

14. How do you feel about your family?

15. Are you willing to continue your education after graduation?

16. Do you plan to marry?

17. How much money do you hope to earn at age 30? 35?

18. How did you rank in your class last year?

19. Do you think that extracurricular activities are worth the time devoted to them? Why?

20. What do you think determines an individual's progress in a good company?

21. What personal characteristics are necessary for success in your chosen field?

22. Why do you think you would like this particular type of work?

23. What is your father's occupation? If your mother is employed, what is her occupation?

24. Tell me about your home life during the time you were growing up.

25. Are you looking for a permanent or temporary job?

26. Do you prefer working with others or by yourself?

27. Who are your best friends?

28. What kind of boss do you prefer?

29. Can you take instructions without feeling upset?

30. How did previous employers treat you?

31. What interested you about our product or service?

32. Do you feel you have been doing the best scholastic work that you are capable of?

33. How long do you expect to work?

34. Have you ever had any difficulty getting along with fellow students or faculty?

35. What is the source of your spending money?

36. Do you attend church?

37. Do you like routine work?

38. Do you like regular hours?

Prospective employees often fail to sell themselves in interviews for various reasons. Covering these areas listed below prior to an interview will better prepare the student.

1. Poor personal appearance

2. Overbearing--overaggressive--conceited--"superiority complex"-know-it-all

3. Inability to express oneself clearly--poor voice, diction, grammar

4. Lack of planning for career--no purposes or goals

5. Lack of interest and enthusiasm--passive, indifferent

6. Lack of confidence and poise--nervousness, ill-at-ease

7. Faiure to participate in activities

8. Overemphasis on money (interested only in best dollar offer)

9. Poor scholastic record (just-get-by attitude)

10. Unwilling to start at the bottom (expects too much too soon)

11. Makes excuses or is evasive (hedges on unfavorable factors in record)

12. Lack of tact

13. Lack of maturity

14. Lack of courtesy or is ill-mannered

15. Condemnation of past employers

16. Lack of social understanding

17. Marked dislike for school work

18. Lack of vitality

19. Fails to look interviewer in the eye

20. Limp, fishy handshake

21. Indecision
22. Loafs during vacations
23. Merely shopping around
24. Sloppy application form
25. Wants job only for short time
26. Little sense of humor
27. Lack of knowledge of field and specialization
28. Parents make decisions for him/her
29. No interest in company or in industry
30. Emphasis on known people in the particular industry
31. Cynical
32. Low moral standards
33. Lazy
34. Intolerant--or has strong prejudices
35. Narrow interests
36. Spends too much time at movies
37. Poor handling of personal finances
38. No interest in community activities
39. Inability to take criticism
40. Lack of appreciation of the value of experience
41. Radical ideas
42. Late to interview without good reason
43. Never heard of company
44. Fails to express appreciation for interviewer's time
45. Asks no questions about the job
46. High pressure type

Hazardous Occupations Orders in Nonagricultural Occupations

These orders are published in Subpart E of Part 570 of Title 29 of the Code of Federal Regulations.

The Fair Labor Standards Act provides a minimum age of 18 years for any nonagricultural occupations which the Secretary of Labor "shall find and by order declare" to be particularly hazardous for 16-and 17-year-old persons, or detrimental to their health and well-being. This minimum age applies even when the minor is employed by the parent or person standing in place of the parent.

The 17 hazardous occupations orders now in effect apply either on an industry basis, specifying the occupations in the industry that are not covered, or on an occupational basis irrespective of the industry in which found.

The Orders in Effect Deal With:

1. Manufacturing and storing explosives
2. Motor-vehicle driving and outside helper
3. Coal mining
4. Logging and sawmilling
5. Power-driven woodworking machines
6. Exposure to radioactive substances
7. Power-driven hoisting apparatus
8. Power-driven metal-forming, punching, and shearing machines
9. Mining, other than coal mining
10. Slaughtering, or meat-packing, processing or rendering
11. Power-driven bakery machines
12. Power-driven paper-products machines
13. Manufacturing brick, tile, and kindred products
14. Power-driven circular saws, band saws, and guillotine shear
15. Wrecking, demolition, and shipbreaking operations
16. Roofing operations
17. Excavation operations

Information on hazardous occupations supplied by U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division.

CHAPTER VII

COORDINATION

Coordination is a must for an effective program. The coordinator must devote the afternoons to correlating all the helpful agencies and factors that contribute to the occupational training of students. Coordination consists of those activities which bring on-the-job training and classroom instruction together in harmonious relationship for the progress of students.

Duties Associated with Coordination

A. Placement of students on satisfactory training stations. It is the responsibility of the coordinator to select students and place then in a training situation so that the job will be filled in a manner satisfactory to the employer and yet provide opportunities for personal development to the limit of each student's capacity.

B. Visitation after placement. Placement on the job alone is not sufficient; consultation with the student, employer, and coordinator is necessary in order that the student may satisfactorily fill the training position. When students are placed as learners in business and industry, the coordinator must see that each student is given the opportunity to learn and is not exploited by being kept on one particular type of job for unreasonably long periods of time. The coordinator must make certain that the student is rotated through jobs and gets well-rounded training experiences.

C. Contacts with business and industry. The coordinator should continually meet with business and industry people for purposes of placement of students, educating business and industry as to what the school is doing and how it is doing it, and for uncovering ideas and suggestions for improving the students' instructional program at school.

D. Occupational analysis. The coordinator should assist employers in making analyses of the students' occupations in which they are being trained. They are to be incorporated into training plans of the students.

   The coordinator should have a good background in the techniques of trade and job analysis. It is not necessary to have intimate knowledge of the trade or occupation to assist in making a creditable analysis.

E. Conferences with students. The coordinator should confer with students and advise them on both personal and job-related problems with employers. The students need counseling and individual help with personal problems at home, school, and on the job. Many times the coordinator needs to perform intensive counseling about job-related problems.

F. Contact with Advisory Committee. The coordinator should contact advisory committee members and keep in touch with their activities. The committee should also be kept advised of the coordinator's activities pertaining to advisory committee meetings.

G. Correlation of occupation experience with the school's instructional programs. The coordinator must see that the students' assignments are related to the work experiences that they are performing on the job.

A monthly conference in which the student's training activities are discussed should be held with each employer. The recommendations and suggestions growing out of these conferences should form the basis for determining the student's individualized study assignments. This will enable the coordinator to anticipate and obtain or prepare instructional materials that are correlated more closely with occupational experiences.

H. Relationship with counselors, teachers, and school administrators. The selection and placement of students and preparation of instructional materials must be based on job requirements.

Counselors, teachers, and school administrators need information as to what is needed by employees in different fields of employment. The coordinator should be the major source for this information and should assist those in selecting and organizing this information.

Coordination Activities

To achieve maximum benefit from the coordinator, time should be budgeted in such a manner that none of the many duties and activities will be overlooked or neglected.

Coordinator's Weekly Schedule

A weekly schedule will not only enable the coordinator to perform activities more efficiently, but will establish a routine that will enable the coordinator to perform duties on matters pertaining to the program with a minimum of delay. The schedule of time during the year will vary depending on the importance of the week-to-week activities.

Planning Daily Visits

Before leaving school, the coordinator should determine which training stations should be visited, the reason for the visit, materials to be taken, and the route to be taken. A tentative itinerary should be left in the school office each afternoon that the coordinator is away from the school, or the procedure determined by local school authorities should be followed. (See Appendix)

Visiting Training Stations

The visitation of training stations must be carried out in a business-like manner. It should be kept in mind that not everyone understands the nature of coordination and that going about the job casually will likely cause criticism. The relationship necessary for an effective and continuing program can only be built on personal contact with the training sponsor. The activities involved in coordination cannot be carried out by the telephone.

The coordinator should, on entering a training station, contact the employer to secure permission to visit. A short, routine inspection should be made to see if the student is on the job, to determine the type of work being performed, and to give the employer an opportunity to discuss with the coordinator any problems that have developed. Good judgment should be used by the coordinator as to how often to visit a training station. This judgment can be based on the employer's feelings about the visits.

The coordinator must be alert to changes in the attitude of student toward the occupation, the job, the employer, fellow employees, related studies, classmates, and to meet any undesirable situations that may be developing. Any change of attitude on the part of students should be noted and analyzed as to the cause, potential, effect, and possible remedies. It is easier to correct a situation as it develops rather than wait until it has become a crisis. The coordinator who allows unfavorable situations to develop without attempting to diagnose and rectify them is not properly performing the job of coordination.

Conduct While Visiting

When visiting training stations, the coordinator should observe the following rules in order to get the most out of the visit.

1. Be alert.
2. Be friendly with everyone without fraternizing.
3. Show an interest in the work in progress.
4. Make notes after leaving the training station.
5. Limit the visit to a reasonable length of time.
6. Be alert to the desire of the employer to end the visit.
7. Resist the temptation to demonstrate or assist a student with an assigned job.
8. Consider the employer's busy schedule when requesting a conference.
9. Be helpful, answer questions when asked, but do not be a "know-it-all."

10. Do not discuss school problems that are controversial or that tend to place the administration or fellow teachers in a bad situation.

11. Do not handle tools, equipment, or machines unless invited to do so.

Measuring Student Performance at the Training Station

The teacher-coordinator must evaluate the student's achievement in the occupational (on-the-job) portion of the program. The teacher should not only measure this progress in order to help the student to proceed toward his career goals, but to obtain a school grade, because the student is receiving credit for this training experience.

There are several methods for measuring performance by the student at the training station: rating sheets, training plans, observing student on the job, production standards, training profiles, and others. The coordinator will have to develop methods for grading student's achievement at the training station. (See Appendix)

CHAPTER VIII

TRAINING PLAN

A training plan must be worked out by the coordinator and training sponsor. A step-by-step training plan leading to an ultimate vocational objective is thus developed. It should be sufficient in detail and length to develop the skills necessary to fit the student for the occupation selected.

Training Plan

This is the most important written instrument utilized in the cooperative program. Because the instruction, both practical and theoretical, is centered around this organized plan, it is a way to ensure that education is being received at the training station. Each student-learner has an "on-the-job" training plan, developed by the teacher-coordinator and the training sponsor. It is of sufficient detail and length to develop the skills necessary to fit the student for the occupation selected. Not only does this complete plan serve as a guide to the teacher-coordinator and training sponsor in planning the student's course of study, but also it provides a record of the student's progress on the job.

The coordinator, with the assistance of the training sponsor, lists all the various jobs or training experiences (see Appendix) which the student-learner may be reasonably expected to engage in during the training period. Training, as far as possible, should be listed in order of difficulty, from simple to complex.

On the back side of the plan, under the outline of Study Assignments, the coordinator, with suggestions from the training sponsor, lists the topics or subjects of information to be taught in the school vocational theory classes, which relate to and parallel the experiences listed in the first column.

The Record of Work column is used to record training progress of the student-learner and is to be used by the coordinator for recording the type and frequency of the training experience of the students.

The completed training plan is executed in triplicate. Two plans are sent to the Area Specialist over that respective area for review and approval. One plan is retained by the coordinator. The specialist retains the original for personal filing and returns the other copy to the coordinator, who places one with the training sponsor to carry out a well-rounded training program and places the other copy in the student's file.

Training Plan Approval

A written training plan or agreement between the training sponsor and the school, on forms supplied by the Texas Education Agency, is required for each student enrolled in the program. A student is not considered eligible until an approved training plan is received by the Texas Education Agency. Training plans are due in the Texas Education Agency Area Specialists's office for approval not later than two weeks

after the student is placed for training. For unit reallocation purposes, a student may be included as part of the average enrollment 14 days prior to the date the student's approvable training plan is received in the Area Specialist's office.

An approvable training plan should include the following criteria:

1. Student grade level

2. Student age--students must be between 16 and 21 years old. If a student is less than 21 years old on September first, he/she will qualify

3. Student sex must be indicated

4. Time of day related class meets

5. Name of cooperative program

6. Name of school campus

7. Student name and social security number

8. Occupational objective and CIP code number--occupation must be approvable for the particular cooperative training program and listed in A Classification of Instructional Programs for Occupational Education and Technology published by the Texas Education Agency.

Approval of an Unlisted Occupation--If the occupation is not listed in the Texas Education Agency Classification of Instructional Programs for Occupational Education and Technology, personnel from the Texas Education Agency area office should be contacted and requested to visit the proposed training station for an evaluation of the training opportunities offered. If the training station appears favorable, proper forms should be completed indicating the availability of suitable instructional materials; types of machines, equipment, and tools utilized on the job; and reasons justifying approval of the occupation for cooperative training.

9. Name of cooperating company or business

10. Name of school district

11. Beginning wage. If less than minimum wage, the student's coordinator must attach a note explaining that the training sponsor is exempt from minimum wage requirements with the Wage and Hour Division of the U.S. Department of Labor.

12. Number of hours the student will normally work during the school week. This figure should not include Saturdays, Sundays, or holidays. An eligible student should be employed a minimum of 15 hours during the school week. If employment exceeds 25 hours during the school week, contact should be made with the coordinator to assure that the best interests of the student are being served.

13. Beginning and terminating dates of employment covered by the training plan

14. Length of probationary period (if applicable)

15. Student signature

16. Parent or guardian signature. If the student is at least 18 years old and living independently, this signature may be waived. Coordinators must attach written confirmation of this fact.

17. Signature of the training sponsor

18. Signature of Texas Education Agency employee authorized to approve the plan

Training plans on file with the Texas Education Agency must have original signatures on them. Texas Education Agency signatures of approval will not be affixed to training plans which are deemed to be illegible or which fall short of minimum standards for approval.

The back side of the training plan should list the work experiences to be provided at the training station and the outline of study assignments to be conducted at school. This side of the plan should reflect the work and study which should normally cover the progress of an average student for the (1 year or 2 year) duration of the proposed training period.

1. All work experiences cited must comply with Child Labor Bulletin No. 101 published by the Wage and Hour Division of the U.S. Department of Labor Employment Standards Administration, the Fair Labor Standards Act, and all applicable state regulations and statutes relating to employment of children.

2. Work experiences and study assignments should prominently emphasize training which will produce safety consciousness and the development of safe working habits and attitudes.

3. The training plan should indicate that the job requires training, that supervision is provided on the job, and that duties will be rotated to allow student progression from simple tasks to more difficult ones.

4. There should be a correlation between work experiences and study assignments.

5. Study assignments should reflect the desired balance between group instruction and individualized study.

6. Study assignments should reflect the desired balance between general-related information studies and technical-related information studies.

7. Study assignments should include essential elements common to all vocational education programs; essential elements common to all vocational programs within a specific discipline (Agriculture, Office Education, Health Occupations, etc.); and essential elements common to a specific occupation.

8. Work experiences and study assignments should reflect the commonalities of specific occupations and the individualities of different training stations.

Coordination

Coordination of the cooperative part-time instruction program in the school with on-the-job training of students must be established and constantly maintained. As a minimum, the coordinator must visit the training station and immediate supervisor of each student during each grading period. The coordination is needed so that students receive instruction in the school which is directly and specifically related to the knowledge and skills needed in current job responsibilities. The teacher-coordinator also may become aware of other instruction and counseling needed by students to achieve optimum progress in preparation for full-time employment upon graduation from high school.

Occupationally Related and Group Instruction

Students will receive individual and group instruction 55 to 80 minutes (net time) per day, five days per week. A portion of the time will be devoted to individualized supervised study of student. The course of study shall be coordinated with the practical work experience that student receives. All students work independently and progress in accordance with their abilities. It is the responsibility of the teacher-coordinator to see that each student has definite assignments in the related subject class. When a student is placed in an occupation for which material is not already available, assignments must be written without delay. The coordinator must have a thorough knowledge of techniques and standards for production of instructional materials so that the best materials are produced. Instructional materials needed for each occupation taught may include: student study guides, vocational textbooks, technical reference library, occupational journals, equipment and supplies catalogs, films, and filmstrips.

Approximately 40 to 60 percent of the total instructional time should be devoted to group instruction and activities designed to orient and adjust student to employment conditions. This time should also be used to develop proper attitudes toward the school, employment, social and civic relationships, and to develop youth leadership abilities. (See training plan in Appendix)

CHAPTER IX

ADVISORY COMMITTEES

The success of a cooperative training program depends upon the close relationship and cooperation between school, business, and industry of the community. It is obvious that there is a definite need for an Advisory Committee, composed of representative persons from business and industry, to guide the school in inaugurating and maintaining a program of instruction which will meet the training needs of the students and the community.

Legal Basis

The Texas Education Agency's Guide for Public Schools for In-School Students requires establishment of such committees in communities operating an occupational program and is also set forth in Public Law 94-482.

Functions

The Advisory Committee should never assume administrative authority or attempt to operate the program directly. The general committee should perform the following functions.

1. Advise on the Instruction Required and Adequate Instructional Materials

   a. Review and make recommendations concerning course development and content
   b. Assist in establishment of standards of proficiency to be met by students
   c. Assist in establishing and maintaining a library of audiovisual aids, magazines, and books concerning industry
   d. Arrange for resource instructors from business and industry to assist the teachers

2. Advise or Assist in Promoting and Publicizing the Program

   a. Assist in the promotion of the program to other business and industry leaders and to the public in general
   b. Assist in the placement of students
   c. Assist in determining qualified training stations
   d. Assist in recruitment of students
   e. Provide speakers to address occupational and civic groups
   f. Provide news stories concerning the program to local news media
   g. Participate in radio and television programs designed to inform the public about the program

h. Provide awards, scholarships, and praises to outstanding students
i. Assist with field trips

3. Evaluate the Program

a. Make recommedcation concerning approval of training plans

b. Assist in the evaluation of the goals and objectives, instructional materials, training sponsors, and public relationships program

Responsibility of Coordinator

The coordinator is required to furnish the state office with the names of the committee members and the groups they represent. The "Class Information Form" is the instrument that is used to provide the state with this information. (See Appendix)

The coordinator should present a certificate of membership to each member of the Advisory Committee. (See Appendix)

Selection

The Advisory Committee members who are selected by the teacher-coordinator and appointed by the Superintendent of Schools serve for one year and are subject to reappointment.

A general advisory committee should consist of at least six persons: two employers (managers, superintendents, or foremen of businesses or industries), two employees (should be leaders in their fields of employment and have a reputation as craftsmen in their fields), a representative of the public (a neutral person, e.g. connected with the Texas Employment Service, Bureau of Apprenticeship and Training of the U.S. Department of Labor, the press, Chamber of Commerce, or any of the recognized youth organizations), and a representative of the school (usually the coordinator) who serves as an ex-officio member.

Each committee should have a chairperson and a secretary selected by the group from among its members. Regular meetings of the committee should be held once per grading period. Called meetings may be held when necessary. Minutes of each meeting should be kept in the coordinator's school file.

Publications

The following are some useful booklets for organizing a committee, planning meetings, and making use of the committee: (Ordering information is included)

1. Assignment: Committee

Department of Occupational Education
Texas Education Agency
201 East 11th Street
Austin, Texas 78701

2. Organization and Effective Use of Advisory Committees (OE-840 09)

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

CHAPTER X

CLASSROOM FACILITIES

The operating school has the responsibility of providing an adequate classroom, equipment, and instructional supplies. The classroom area must be large enough to permit a comfortable work area situation for related studies. For effective instruction and supervision, no more than fifteen students should be enrolled in any one class. The optimal total number of students that one teacher-coordinator could serve with two class periods and adequate time for follow-up activities is 30 to 32.

Suggested Coordinated Vocational Academic Cooperative Training Equipment

The equipment for such a classroom should include as many as possible of the items listed below:

1. Telephone
2. Tables and chairs
3. Two four-drawer, letter-size file cabinets
4. One cabinet for students' notebooks
5. One bookcase
6. Two teacher's desks (one office and one classroom)
7. One typewriter
8. One large chalkboard
9. One large projection screen
10. Bulletin board
11. One special case for pamphlets and magazines
12. Cassette filmstrip projector
13. 16mm projector
14. Reel-to-reel tape
15. Recorder
16. Record player
17. Super standard film loop--8mm
18. Slide projector--35mm
19. 8mm sound movie camera projector

Maintenance-Funding

The local school should set aside an adequate fund each year for the purchase of study material (reference books and study guides). This fund must be larger the first year than succeeding ones because as the related study library grows, it requires less money. The budget must be set to conform to a plan that will maintain the program in accordance with standards set by the State Board for Vocational Education.

An annual budget shall be formulated by the teacher, and a record of expenses for the program, showing the spending of designated amounts, shall be maintained throughout the year. Copies of equipment and materials inventory shall be prepared each year. Copies of the inventory, budget, and expense records shall be filed in the school office and in the classroom for CVAE cooperative part-time training.

Classroom Library

The library consists of trade books, shop manuals, trade literature, maufacturers' literature, teaching aids, and all other printed materials which can be used by the students in pursuing the course of study set up for them. Such materials should be grouped according to the various occupations or subjects of technical information.

In addition to this material which is specifically related to trades or occupations, the library should contain several books on subjects such as economics, basic science, human relations, and science which may be used as references for discussions or topics of common interest and importance to all the class members.

Classroom and Office Files

It is recommended that the coordinator have at least eight file drawers available for use. Suggested contents for each drawer are:

First Drawer

Section 1 should contain active individual student folders.
Section 2 should contain inactive individual student folders. Each student's individual folder should contain personal data and:

1. Application for admittance to Coordinated Vocational Academic Education cooperative training
2. Cooperative training plan
3. Employer's periodic rating
4. Daily job report
5. Permanent record
6. Picture of student for follow-up

Second Drawer

The second file drawer should contain dividers bearing the following headings: Advisory Committee, Bibliographic, Bulletins, Catalogs, Coordination Reports, Correspondence, Extension Classes, Follow-up Reports, Forms (State and Local), Group Discussion, Handbooks, Manuals, Instructional Material Lists, Inventories, Labor Laws, Newsletters, Prospective List (Employers, Students), Publicity, Surveys, Teacher-Education Data, and Teaching Aids.

Third Drawer

The third file drawer should contain folders for the course of study.

Fourth Drawer

The fourth drawer should contain miscellaneous items.

Fifth Drawer

The fifth drawer should contain folders for the new course of study.

Sixth Drawer

The sixth file drawer should contain the Vocational Opportunities Club of Texas materials.

Seventh Drawer

The seventh file drawer should contain school reports, tool forms, school policies, and memos.

Eighth Drawer

The eighth file drawer should contain all professional material and publications.

Suggested CVAE Cooperative Training Facility

The school shall provide a standard classroom which contains sufficient floor space to accommodate the group of students enrolled. The classroom should contain study tables and chairs, bookcases, a chalkboard, bulletin boards, filing cabinets, and a desk for the teacher-coordinator. A telephone is considered a necessity in the cooperative program. An ideal facility includes an office providing for private student conferences without sacrificing visibility necessary for classroom supervision.

CHAPTER XI

ORGANIZING AND ADMINISTERING A VOCATIONAL OPPORTUNITIES CLUB OF TEXAS CHAPTER

A well-organized Vocational Opportunities Club of Texas (VOCT) chapter in a Coordinated Vocational Academic Education program can provide opportunities for bringing together students who share common interests so they can exchange ideas, discuss problems, and share common purpose. As a result of this exchange of ideas and efforts put forth to solve common problems, leadership is developed. Participation in the area contest provides an element of competition and helps develp self-esteem and pride in the student's occupation and school. Through the guidance of committed instructors, the unrealized potential of students can become a reality.

Organizing a VOCT Chapter

Organizing a chapter is not difficult if the advisor does the proper homework. To come familiar with how VOCT chapters operate, information can be secured from other vocational teachers who sponsor VOCT chapters; the Executive Secretary, Vocational Opportunity Clubs of Texas, P.O. Box 1392, Austin, Texas, 78701; or East Texas State University, Vocational Education, Commerce, Texas, 75428.

The advisor should set out to develop interest in VOCT among the students. This can be done by setting up committees of students to study the various activities offered during the year by VOCT. Until a chapter had been organized, each committee should have a student elected as chairperson to guide the committee's efforts.

After the committees have made their studies, a meeting should be held. At this meeting, the committee reports concerning the activities of the proposed chapter should be presented and discussed. The constitution from the handbook for Vocational Opportunities Club is read and discussed. After the constitution is approved, officers are elected. If the committee system does not function properly, the advisor should assume the role of the chairperson until the club is operating properly.

One of the initial duties of the newly-elected secretary is to complete an application for a charter. The application is signed by the chapter president and advisor. Once the charter has been received, the chapter is officially organized. Now the real work of the chapter begins.

Administration of a VOCT Chapter

The advisor should keep in mind at all times that the VOCT chapter is a youth organization. It should be operated by the officers of the chapter through the consent of the members. The responsibility of the advisor is to guide the direction of the chapter and advise the officers. The advisor must observe the fine line between concerned interest, advice, and trying to control the operation of the chapter.

The first duty of the newly elected president is to set up committees. These committees should involve as many members as possible in order to develop and maintain interest in the activities of the chapter. The number of committees depends on the chapter activities desired by the members. These committees might include: Program, Constitution, Publicity, Exhibits, Initiation, School Projects, Community Projects, Recreation, and Ways and Means.

In planning activities, consideration should be given to the value each activity will have for individual members. Through participation in VOCT activities, general growth is offered in the areas of leadership, citizenship, character development, and social competence. Activities should be selected to meet the needs of the students, school, and community. These selected activities of the VOCT chapter should be planned to offer its members a variety of projects in which to participate. These carefully planned projects will keep enthusiasm high and give the students a sense of accomplishment when each project is completed.

What a Club Can Mean to a Student

An organization can mean many things to a student. It can mean more to some than to others, according to the amount of work put into club activities. Club membership can develop leadership and comradeship in a student. It can also increase self-confidence, personality, and poise. Club activities also help the members become productive citizens by teaching them proper attitudes and building their character. Character and confidence development should be a club advisor's most important role in the club. Active club members create for themselves an interest in their school, local industry, and community. This increased interest, in turn, develops in the young person a more personal interest in community affairs resulting in a better job and better all-around opportunities for the young person.

The club also offers the student education in trade ethics, safety, and worthwhile group activities. It also encourages respect for the dignity of work and promotion of high standards of workmanship in his/her trade. The club can mean the difference in the student's leaving or staying in school and possibly continuing education in college. The VOCT organization is most important to this special type of student in that it can completely change his/her entire attitude toward life. It also presents the advisor with an opportunity to work with the student on a more personal level. It brings out the real meaning of the club creed to believe in the dignity of the work, the American way of life, education, fair play, and satisfaction created by good work. Materials pertaining to VOCT are also available from the Occupational Curriculum Laboratory, Vocational Education, East Texas State University, Commerce, Texas, 75428.

CHAPTER XII

PUBLICITY AND PUBLIC RELATIONS

The CVAE Cooperative Training Program needs the support of the entire community. The very nature of CVAE cooperative success depends on good relations with the public. Since the teacher coordinator is responsible for public support of the CVAE program, a top priority should be the establishment of a sound public relations program.

These factors are important for good public relations: (1) does it deserve the good opinion of the public? and (2) making certain the public knows why the good opinion is merited. CVAE Cooperative Training is relatively new; therefore, the public has very little information on the subject. To be completely successful, a Cooperative Training Program must attain not only the acceptance, but the support of the students, school staff, parents, and community. Unless the coordinator acts, the program will not get the public support it needs.

The Mass Media--Newspaper, Radio, and Television

Several times during the school year, a coordinator will have occasion to release announcements, news items, and human interest stories about the CVAE Cooperative Training classes. These may be of general public interest, or only applicable to special groups. In either case, use of the mass media is a convenient and effective way to inform people.

Newspaper

Newspapers may wish to get items in one of two ways. They may prefer to have one of their reporters write the story after an interview with the coordinator. This can result in a long story because it gives the reporter the chance for a byline. Often, though, the paper does not have time for the actual writing and would prefer to get a news release that is ready, or almost ready, for typesetting. The following six suggestions will help the coordinator in preparing such a release.

Pick the right type of story

Newspaper stories are generally of two types--news stories and features. News stories focus on activities---on what has happened or is about to happen. A story announcing a new CVAE class is a news item; so is a story saying that 80 percent of the graduating students have been placed on jobs. Either story might include the names of persons involved. A feature focuses on people and their reactions to what is happening to them. An interview with the winner of a VOCT district contest could make a good gesture, letting other people know what it is like to be in the winner's circle. Actually, some items are part news stories and part feature stories.

A coordinator should not neglect the school newspaper. Its circulation is not large, but it reaches some of the people who are most important to CVAE--the students. School newspapers are sometimes used by reporters on city papers to get tips for stories.

For the most part, it is easier to write news stories that simply tell what is about to happen or has happened. These should be as short as possible, altogether accurate, and simply written.

Present the facts, and only the facts.

All news stories on vocational programs should be factual. The facts should speak for themselves, and the writer should avoid coloring the story by injecting personal opinions. Opinions included should not be those of the coordinator. Other persons should be quoted, such as the superintendent, a student, a parent, or a training sponsor. For example, "Superintendent Bill Brown told the Downtown Civic Club today that the CVAE program is bridging the gap between school and business."

Use newspaper story structure.

A good newspaper story seldom starts at the chronological beginning and proceeds toward the climax, as is seen in fiction. The opening paragraph of a news story is the most important and should include the most basic and important facts in the story. If the first paragraph--or "lead"--does not have the most important facts, the editor may simply toss the story aside as not being newsworthy. The opening sentence, or at least the first paragraph, should answer these questions: Who? What? When? Where? Why? and perhaps How? The paragraphs, sentences, and even words should be short for easy reading. Action verbs should be used. The active voice is more forceful than the passive. For example, "John Smith won first place" is more acceptable than "First place was won by John Smith."

Provide a follow-up story for certain news items.

Follow up every news item that tells about something that is about to happen in the vocational program. The announcements that the school will start a cooperative training program should be followed within a reasonable length of time by a story on enrollment, placements, and other program information. Likewise, if you announce that a banquet will be held, make certain the paper gets another story on what happened at the banquet as soon as possible. A Monday night banquet stops being news some time on Tuesday. The story may be run in the next Sunday's paper, but the chances of that happening are far less. Many speakers will provide the reporter with notes on their speeches ahead of time. This permits the actual story to be written before the event occurs.

Clear all news releases through the proper channels.

Each school or district will have different rules on who must approve a story before it is released. Sometimes, only the coordinator will be responsible. Other districts may require clearance from higher up. In any case, the coordinator should be certain of the rules and procedures.

Use the right physical arrangement on the news release.

All news releases should be typewritten, double-spaced. A note at the top of the release should tell who prepared the copy and where more information can be obtained. This gives the editors much more confidence in the accuracy of the story. The story should not have a headline typed in, but space should be left at the top so that the editor can do so.

Some of the above information on preparing releases for newspapers is also useful in dealing with radio and television. The electronic media will appreciate receiving short news releases. If they do not use the story as written, they will still have the facts to help them plan whether, or how to cover the CVAE program activities.

Radio and Television

Radio and television publicity often requires more personal contact from the coordinator. Tact, enthusiasm, and patience can get air time--if the coordinator has a story worth that time. To find out what a station might use, the coordinator must both listen to that station and talk to the people who operate the station.

Students can often participate in the radio and television presentations, and station personnel like to include them.

Space or time in the mass media can be purchased in the form of advertising. The school may not have a budget for such a purchase, but training sponsors are often willing to pay for advertising because it will help to publicize their businesses. They like to show that they are public-spirited and interested in the community's schools.

In addition to announcements and other timely stories, there are many possibilities for feature stories that the mass media might use during the year. Newspapers and radio and television stations often have personnel who specialize in school news. Here are some subjects they might find worth developing:

A series of student interviews on the job, including photographs,

Employer's views on cooperative training,

Guidance values of cooperative training, with real-life examples,

Objectives and activities of the local chapter of the Vocational Opportunities Clubs of Texas (contests provide a good opportunity for publicity).

Follow-up data on program activities, and

Presentation of recognition certificates to training students.

It will help reporters if the coordinator has small, glossy personal photographs available. They may or may not be used, but at least the students in class or at work are worth the space if they are interesting and clear. Usually a photograph is taken of a small group of people posing for the camera. The correct name and identification of each person in the picture has to be provided. Persons should be identified left to right. Pictures are often not used simply because the people are not identified.

Letters and Public Relations

Public relations also needs a more personal touch. This can be provided by the thoughtful use of letters sent to students, businesspeople, and others vital to the success of the program The word "personal" should be stressed. A letter that is mimeographed, or that has a mimeographed body with the recipient's name typed in, is not much help in promoting public relations. This does not mean each letter has to be written anew, although that can help. Typing each letter individually may be enough. It is often possible to draft one basic letter, then modify it as necessary to fit each situation. Identical letters, except for names, might be sent to a select group of students.

Often it is advisable to have personal letters sent from the sperintendent of schools to a select group of business people. Letters of this type are especially valuable to the new coordinator in establishing first contacts with potential employer. A letter from the superintendent reflects a sincere desire at a high level for the school to serve employers whose businesses meet program standards. The letter might be modified if the superintendent knows the recipient personally.

There are many other types of letters that can help build good public relations. More accurately, every letter has some kind of impact on public relations. The coordinator should be alert to what the letter is trying to accomplish, how the recipient might respond to it, and who should write the letter. The formal or informal tone of the letter has to be decided. All these decisions reflect how well the coordinator really understands the various individuals, or groups of individuals to whom the program must relate.

Recognition for Good Public Relations

Recognition certificates for training station sponsors and advisory committee members can be useful as a public relations tool--a means of publicizing the program and creating goodwill with each cooperating firm participating as a taining stations. Emphasis

should be placed on the presentation, followed with a story to the local newspaper. A suggestion made by coordinators is that a VOCT project could be furnishing frames for the certificates, with string or wire attached, ready to hang on the wall or display in a window upon presentation.

Scheduling Public Relations Efforts

The coordinator should plan the timing of publicity and public relations efforts. Information should go out at the time it will be most helpful. The media may not use material at all if it is not timely. Fortunately, the typical CVAE program has events or reasons for getting publicity all year long. For example, when a new program is being started, information should be sent out as early as possible in the summer or even the previous spring. Students, parents, and businesses need to know about the objectives, advantages, and working detail of the program in time to decide how they will respond to what is being offered.

One good way to begin planning is to draw up a schedule that correlates the media used with the times at which they may be used. This schedule gives a good idea of how many different avenues are open for reaching the public. It also makes it possible to avoid trying to do too much. So many possibilities exist that the coordinator has to plan the most effective use of them.

Preface to the Employer-Employee Banquet

When a school starts a new CVAE Cooperative Training Program, the coordinator may not deem it advisable to have a banquet the first year. It may be suggested that a "Burger Cookout", "Pizza Munch In", or 'Fried Chicken" social affair would be more acceptable to the students. This is a training situation that will lead into the banquet that the students will promote and support themselves.

The Employer-Employee Banquet

This is a most important activity. Through this banquet you bring the businessperson, the school administration, and the cooperative student together. You should not fail to have an employer-employee banquet each school year. The students plan and prepare for the banquet. They select the location, choose the menu, send out invitations, make place cards and decorations, select the entertainment, and decide on the speaker. Normally, the only adult on the program is the speaker--all other participants: master of ceremonies (select this student with care), invocation, report on year's work, introduction, etc., should be done by the students. Of course, the coordinator must assume overall organization of the banquet, deputize those who are to perform the various functions leading to a successful banquet, and supervise the overall activity.

Club members usually invite their training sponsors and spouses and pay for their meals.

The coordinator should be concerned about the length of the overall program. Caution and limit the speaker to 15 to 25 minutes. It is better to have a program too short than too long. At the first available opportunity after the banquet, an evaluation should be made by the sponsor and students. At this point, a list ahould be made of all mistakes which occurred in order that they will not be repeated.

Additional Banquet Tips:

1. Start banquet-planning early in the fall quarter.
2. Prepare student participants with real or mock microphones.
3. Students should perform the VOCT opening and closing ceremonies as a regular part of the program.
4. Rehearse student participants in banquet programs.
5. Have alternates on the program in case a key student is sick, involved in an accident, etc.
6. In planning the program, the traditional welcome from one of the students and a response from one of the employers who represents the business community is always good, particularly if it is short.
7. Financing the banquet can be done by students' dues, purchasing tickets, or using various money-raising projects which are workable.
8. If the students in the audience introduce their employees and state the names of their businesses, have the students practice these names in class. They should speak loudly, forcefully, with good diction and enunciation.
9. Handle local publicity through the business or regular editor of the newpaper. When registering the publicity for a program, go to the paper in person--never call or send material by mail.
10. Plan the date of the banquet very carefully and early to avoid any conflict in the school and community.
11. Consider the guest list carefully. Invite anyone who can help CVAE--especially potential training station employers.
12. Use a microphone when necessary--be sure everyone can hear.
13. If using printed programs and/or place cards, be sure to spell all names and titles carrectly.

14. Advise the young women to wear the same dresses they would wear to church; advise the young men to wear a dress shirt, tie, and coat.

15. If the club decides against having a speaker, there are other alternatives. The students can present skits, plays, a talent show, etc.; two or three successful graduate students could be invited to talk a minute or so about what CVAE meant to them; three or four employers could be asked to speak two or three minutes each on what CVAE has meant to them. In the final analysis, however, it is often simpler to have the traditional guest speaker.

16. If possible, select a speaker who will both entertain the andience while incorporating a short serious message woven into the remarks.

17. A speaker should not have to be paid--most will consider this to be a community public service.

18. When introducing the speaker, be sure that the student is prepared to do it well. After the speech, have some of the students thank this individual for coming.

19. Have students seated with their employers.

Suggestions to Coordinators on Securing Cooperation and Goodwill of School Faculty

DO	DON'T
1. Be friendly and sincere with all members.	1. Don't argue your point even though you know you are right.
2. Find something good about each teacher's work and pay compliments.	2. Don't make facetious remarks about general education philosophy, objectives, methods, etc.
3. Volunteer for your share of extracurricular duties.	2. Don't engage in arguments on controversial questions.
4. Be tactful and diplomatic	4. Don't be opinionated or dogmatic; try to keep your mind open to both sides of a question.
5. Publicize the accomplishments of your program--not what you plan to do.	5. Don't indulge in petty gossip or join cliques within the faculty.

6. Adopt a professional attitude toward your work; engage in professional school activities.	6. Don't do anything that might antagonize other teachers by reminding them that you draw a higher salary, have a lighter load, and spend less time in school than they do.
7. Occasionally ask "favors" of members you wish to cultivate, particularly in regard to recommending desirable students for your program.	7. Don't be a chronic griper and fault-finder; do the best you can with what you have and tactfully try to improve conditions.
8. Thank teachers for the slightest favor; make them feel that they made an important contribution.	8. Avoid doing anything that will suggest loafing, both in school and in town.
9. Be businesslike and thorough in the conduct of your program.	9. Don't blame all the weaknesses of your program on the school administration.
10. Consult with other teachers frequently; ask their opinions on problems.	10. Don't become a problem to the principal; become so valuable the school can hardly do without you.
11. Try to be the first teacher to make school reports; be sure they are properly prepared.	
12. Admit you are wrong when you are; don't hedge or offer excuses.	

CHAPTER XIII

CLOSING OUT SCHOOL YEAR

Too often when a coordinator is replaced at the beginning of a new school year, the succeeding coordinator finds insufficient records and information about the program's past.

Although coordinators may fully expect to return to their present positions the following year, they should make certain that complete and accurate records pertaining to their programs are on file. A check sheet for closing out each school year is shown below:

Check Sheet for Closing Out CVAE Classes

Items	Where Filed
1. Advisory Committee Minutes	
2. Class Roll	
3. Correspondence	
4. Inventory of reference books (see appendix)	
5. Inventory of courses of study	
6. Inventory of classroom equipment (see appendix)	
7. Memos and bulletins	
8. Permanent record cards (see appendix)	
9. Prospective Student List	
10. Prospective Employer List	
11. Student Applications (new) (see appendix)	
12. Student Individual Folders with Training Plan (see appendix)	
13. Follow-up Summaries	
14. Course Outline	
15. Budget (state and local) (see appendix)	
16. Student Youth Activities	
17. Purchase Orders Received	
18. Purchase Orders Not Received	
19. Final Exam and Key	
20. Summer Address and Telephone Numbers	

APPENDIX

STUDENT WEEKLY TRAINING AND EARNING REPORT

Name: _____ Occupation: _____

Training Station: _____

Quarter (circle): 1 2 3 Week number (circle: 1 2 3 4 5 6 / 7 8 9 10 11 12

	TRAINING EXPERIENCE	O	H	P	HT
MON.					
TUES.					
THURS.					
FRI.					
SAT.					

NOTE: Be sure also to record the above entries on the appropriate "Student's Earning Report Summary Form", on the other side of this sheet.

O-Observe H-Help P-Perform HT-Hours in Training

WEEKLY EARNINGS RECORD

Gross Earnings:

_____hours @ $_____ $_____

Deductions:

Withholding Tax (Federal)	$_____	
Social Security	_____	
Insurance:		
Health	_____	
Life	_____	
Other	_____	
Other Deductions	_____	
Total Deductions		_____
Net Earnings		$_____

Coordinator's initials:_____

NOTE: Be sure also to record the above entries on the appropriate "Quarterly Summary of Earnings" form.

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

This is to recognize _____

for

Outstanding Achievement

During 19__-19__ *School Year*

at _____

_____
Employer

_____
Principal

_____
Teacher/Coordinator

_____
Superintendent

63

64

65

EMPLOYER'S RATING AND REPORT TO THE SCHOOL

Trainee's Name _____ Date _____

Training Station _____

To the Employer: To better assist you in training the above named trainee to be a more valuable employee to you, we are asking you to fill in this form. Will you please place a ✓ in one of the spaces to the right of each factor which expresses your judgment of the trainee.

FACTORS TO BE RATED	VERY GOOD	AVERAGE	FAIR	POOR
Quality of Workmanship				
Appearance				
Dependability				
Courtesy				
Growth on Job				
Attitude				

Signature of Employer _____

THANK YOU VERY MUCH,

_____, Coordinator
C.V.A.E. Coop.
_____ High School

COMMENTS

PLACEMENT REPORT

STUDENT'S NAME _____ AGE ___ GRADE ___

SOCIAL SECURITY NO. _____ BUSINESS PH. _____ HOME PH. _____

EMPLOYED _____ OCCUPATION _____

EMPLOYER'S ADDRESS _____

SUPERVISOR'S NAME _____

RATE OF PAY PER HR. _____ NO. OF WORK HRS. PER WK. _____

STARTING TIME EACH DAY _____ ENDING TIME EACH DAY _____

REMARKS _____

SCHEDULE

PERIOD	SUBJECT	ROOM	TEACHER

The information contained on this page would better serve the instructor if placed on 3" x 5" index cards.

SUGGESTED FORM

Monthly Travel Report For Teachers and Coordinators of Occupational Education and Technology

Prepare in duplicate and submit monthly to local school administrator.

Name of Teacher or Coordinator: _____ Month: _____ 19 ____

Name of School : _____ Address: _____

RECORD OF TRANSPORTATION AND DUTIES PERFORMED

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hour-Min-M	Miles Traveled or Fares Paid

(over)

* Inter-city bus, airplane, or railroad, – receipts required

BEST COPY AVAILABLE

RECORD OF TRANSPORTATION AND DUTIES PERFORMED (CONTINUED)

Day of Month	Time Leave Hour-Min-M	Locations Visited, People Contacted, and Official Duties Performed	Time Arrive Hours-Min-M	Miles Traveled or Fares Paid*

TO BE FILLED OUT BY PERSONS CLAIMING PER DIEM ALLOWANCE IN STATE

LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT	LEAVE HEADQUARTERS				ARRIVE HEADQUARTERS				DAYS ON TRAV	AMOUNT
Date	Hour	Min	m	Date	Hour	Min	m			Date	Hour	Min	m	Date	Hour	Min	m		
1				1						17				17					
2				2						18				18					
3				3						19				19					
4				4						20				20					
5				5						21				21					
6				6						22				22					
7				7						23				23					
8				8						24				24					
9				9						25				25					
10				10						26				26					
11				11						27				27					
12				12						28				28					
13				13						29				29					
14				14						30				30					
15				15						31				31					
16				16						Total Claimed for In State allowance									

ACTUAL EXPENSE SCHEDULE FOR OUT-OF-STATE TRAVEL ONLY

DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL	DATE	NO. FULL DAYS	NO. QUARTER DAYS	RATE PER DAY	MEALS	LODGING	TOTAL
							TOTAL EXPENSES CLAIMED ABOVE						$

Total fares paid for travel by bus, airplane or railroad . . . . . $_____

Total car mileage, _____ miles at 16c per mile . . . . . $_____

Total per diem claimed for in-state travel . . . . . $_____

Total per diem claimed for out-of-state travel . . . . . $_____

Total Official Travel Expense for This Month . . . . . $_____

Total for the Year (Including This Month) . . . . . $_____

I certify that the above expenses are true and correct and were incurred by me in the performance of my official duties in accordance with policies of my Board of Education and according to Regulations on Reimbursable Vocational Teacher Travel established by the Texas Education Agency.

Approved by: _____ _____

TEA – 153 (School Administrator) (Supervisor, Coordinator or Teacher)

BEST COPY AVAILABLE

BEST COPY AVAILABLE

PERMANENT RECORDS FOLDER

SUGGESTED COMPUTATION OF AVERAGE PUPIL MEMBERSHIP

Read Instructions on Back Before Completing This Form

School District _____ County _____ 19 -19 School Year

Name of Teacher _____ Title of Program _____

(1) Last School Day of 1st 30 School Days ____-____-____ Mo. Day Yr.

(2) Last School Day of next 20 School Days ____-____-____ Mo. Day Yr.

(3) Last School Day of next 20 School Days ____-____-____ Mo. Day Yr.

(4) Last Day of Semester OR 5th Day of Next Semester ___-___-___ Mo. Day Yr.

1	2	3	4	5	6	7	8	9					10
NO	NAME OF PUPIL	E,T,I CODE	GR.	SEX	BIRTHDATE	AGE	ELIG	ALLOCATION PERIOD 1	2	3	4	TOTAL	REMARKS
1													
2													
3													
4													
5													
21													
22													
23													
TOTAL MEMBERSHIP													

AVERAGE MEMBERSHIP (TOTAL MEMBERSHIP ÷ 4) Instruction No. 9

Teachers's Signature _____ Date _____

LOCAL ADVISORY COMMITTEE LETTER SAMPLE

DATE

NAME
STREET ADDRESS
CITY, STATE

DEAR _____:

We are deeply appreciative of your decision to accept our invitation to serve as a member on _____ C.V.A.E. Cooperative Advisory Committee.

Much of the success of our Cooperative Training program is due to the efforts of the Advisory Committee Members. It is through the enthusiasm and support of citizens such as yourself that makes it possible for this community to provide the citizens of (name of community) educational opportunities which will be of the greatest benefit to them.

Thank you for your willingness to serve in this advisory capacity. We sincerely hope that you will find your association with our program both pleasant and rewarding.

Sincerely,

SUPERINTENDENT

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

This is to certify that _____

is a member of the General Advisory Committee

for the Coordinated Vocational-Academic Education Program

of the _____ *High School*

_____ *Texas for the period*

_____ 19__ *to* _____ 19____

_____
PRESIDENT
Board of Education

_____
SUPERINTENDENT OF SCHOOLS

_____
TEACHER/COORDINATOR

_____
PRINCIPAL

ENROLLMENT SHEET
VOCATIONAL INDUSTRIAL EDUCATION

Date: _____

NAME _____ S.S. No. _____
Last Middle First

NAME STUDENT WOULD LIKE TO BE CALLED _____

AGE _____ DATE OF BIRTH _____ PRESENT GRADE _____
Month Day Year

SCHOOL YEAR STUDENT EXPECTS TO ENTER PRE-EMPLOYMENT LAB PROGRAM _____

STUDENT'S ADDRESS _____ PHONE _____

FATHER'S NAME _____

FATHER'S ADDRESS _____

FATHER'S OCCUPATION _____

FATHER'S EMPLOYER _____ PHONE _____

MOTHER'S NAME _____

MOTHER'S ADDRESS _____

MOTHER'S OCCUPATION _____

MOTHER'S EMPLOYER _____ PHONE _____

PERSON TO CONTACT IN CASE OF EMERGENCY _____

RELATIONSHIP _____ ADDRESS _____ PHONE _____

STUDENT EMPLOYED: YES ___ NO ___ WHERE _____

SUPERVISOR _____ HOW LONG _____ _____
No. hours worked each week

HOMEROOM TEACHER'S NAME _____

THREE HIGH SCHOOL TEACHERS WHO COULD GIVE YOU A RECOMMENDATION:

1. _____ 2. _____ 3. _____

Student's Agreement
(Read carefully before you sign)

I have read this form carefully and answered all questions correctly. I understand my obligation if accepted into this program will include complete and full participation in the local organization which is an affiliate of the state organization named the Vocational Opportunities Clubs of Texas (VOCT). This membership will begin in September and is in effect upon payment of yearly dues.

_____ _____
Signature of Student Date

_____ _____
Signature of Parent or Guardian Date

STUDENT'S SCHEDULE

Current Courses				Next Year's Courses			
Period	Subject	Room	Teacher	Period	Subject	Room	Teacher
1				1			
2				2			
3				3			
4				4			
Lunch				Lunch			
5				5			
6				6			
7				7			

(Suggested)
CODE OF ETHICS
COORDINATED VOCATIONAL-ACADEMIC EDUCATION

1. Coordinated Vocational-Academic Education is part of the school curriculum. With this fact in mind, I will not accept a training station unless I intend to keep it.

2. I will report to my training station at the scheduled time. If I find that I am unavoidably detained, ill, or for any other reason unable to go to the training station, I will inform my coordinator as soon as possible.

3. I will be honest with money, merchandise, time, and effort.

4. I will perform an honest day's work to the best of my ability.

5. I will not receive visitors on the job; neither will I make or receive personal telephone calls except in case of an emergency.

6. I will be loyal to my employer and respect the rights of my fellow workers.

7. If I quit or change training stations without the advice and consent of the coordinator, or if I am dismissed because of conduct or a performance that is a discredit to my school, I am subject to removal from the Coordinated Vocational-Academic Education program. Removal from the program will result in the loss of my Coordinated Vocational-Academic Education credits.

8. My classroom conduct must meet the approval of my instructor at all times. If I am sent out of a class for misconduct, the coordinator may, with the approval of the principal, have me placed on probation.

9. If and when I am not employed in an approved training station, I know that I will be scheduled for six classes each day.

10. I realize that to be dishonest or to fail reflects not only on me, but on my school and my coordinator. Therefore, I agree to uphold this "Code of Ethics" in order to maintain my reputation as well as that of my school.

CODE OF ETHICS
(Continued)

I promise that as a member of the Coordinated Vocational-Academic Education program I shall accept whatever responsibilities are placed before me. I shall perform in a manner that will do honor to my school and myself.

Signature of Student_____

I have read the above Code of Ethics, and I agree to assist to the best of my ability my son/daughter to maintain this Code.

Signature of Parent_____

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE

SOCIAL SECURITY NUMBER

NAME

LAST FIRST MIDDLE

PRESENT ADDRESS

STREET CITY STATE

PERMANENT ADDRESS

STREET CITY STATE

PHONE NO. OWN HOME RENT BOARD

DATE OF BIRTH HEIGHT WEIGHT COLOR OF HAIR COLOR OF EYES

MARRIED SINGLE WIDOWED DIVORCED SEPARATED

NUMBER OF CHILDREN DEPENDENTS OTHER THAN WIFE OR CHILDREN

CITIZEN OF U.S.A. YES NO

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT

REFERRED BY

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION

DATE YOU CAN START

SALARY DESIRED

ARE YOU EMPLOYED NOW?

IF SO, MAY WE INQUIRE OF YOUR PRESENT EMPLOYER?

EVER APPLIED TO THIS COMPANY BEFORE? WHERE WHEN

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? READ WRITE

U.S. MILITARY OR NAVAL SERVICE RANK

PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:
LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. 2. 3.
EMPLOYMENT MANAGER DEPT. HEAD CENTRAL MANAGER

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

_____

(TRAINING SPONSOR)

HAS BEEN DESIGNATED AS AN APPROVED TRAINING STATION

IN

COORDINATED VOCATIONAL ACADEMIC EDUCATION

IN COOPERATION WITH

_____

(HIGH SCHOOL DISTRICT)

_____

(HIGH SCHOOL)

_____ _____

(VOCATIONAL DIRECTOR OR PRINCIPAL)

(COORDINATOR)

Grade _____

Age _____

Sex: M _____ F _____

TEXAS EDUCATION AGENCY
Department of Occupational Education and Technology

Time of day related class meets_____

Cooperative Training Plan

(THIS IS NOT A CONTRACT)

PROGRAM _____ ***SCHOOL CAMPUS*** _____

This training plan is to (1) define clearly the conditions and schedule of training whereby student

_____ is to receive training as a (an)
(Name and social security no. of student)

_____ and (2) serve as a guide to the cooperating parties:
(Occupational Objective) (Instructional Code)

of the _____ and the _____
(Company) (School District)

who are responsible for providing students with opportunities for training in the basic skills of an occupation and knowledge of related technical information. In order that a systematic plan which provides for well-rounded training can be followed, a schedule of work experiences and a course of study paralleling it have been worked out and agreed upon between the employer and representative of the school.

The student agrees to perform diligently the work experiences assigned by the employer according to the same company policies and regulations applicable to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his or her efficiency, knowledge, and personal traits in order to enter the chosen occupation as a desirable employee at the termination of the training period.

In addition to providing practical instruction, the employer agrees to pay the student for the useful work done while undergoing training according to the following plan:

1. The beginning wage will be $ _____ per _____ for _____ hours per school week.

2. A review of the wages paid the student will be made jointly by the employer and coordinator periodically in keeping with company policy for the purpose of determining a fair and equitable wage consistent with the student's increased ability and prevailing economic conditions.

The training period begins the _____ day of _____, 19 _____, and extends through _____, 19 _____.

There will be a probationary period of _____ days during which the interested parties may determine if the student has made a wise choice of an occupation, and if the training should be continued.

This plan has been reviewed and recommended by the Local Advisory Committee. It may be terminated for just cause by either party without recourse.

Students will be accepted and assigned to jobs without regard to race, color, national origin, sex, or handicapping condition.

SIGNATURE APPROVALS:

_____ _____
(STUDENT) (EMPLOYER)

_____ _____
(PARENT OR GUARDIAN) (TEACHER COORDINATOR)

APPROVED FOR TEA BY _____

TEA-12 (OVER)

VOC-044R84

DESCRIPTION OF SPECIFIC AND RELATED OCCUPATIONAL TRAINING

The essential elements common to all vocational programs and (PROGRAM AREA) as described in the State Board of Education Rules for Curriculum shall be a part of the cooperative student's curriculum.

The specific occupational essential elements listed below are provided as a convenience to assure the required minimum training is made available. Additional space is available to add specific individual training opportunities not identified as an essential element. NOTE: Occupational training objectives having no identified essential elements will require the training plans to be totally individually developed.

Required Essential Elements	To be done		Related Study Assignments
	On the Job	Related Class	
(ALL ESSENTIAL ELEMENTS WILL BE LISTED FOR THE SPECIFIC OCCUPATIONAL TRAINING OBJECTIVE SHOWN ABOVE)			

Additional Occupational Experiences	On the Job	Related Class

(Suggested)

DAILY COORDINATION ITINERARY

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

Teacher _____

Hours of Coordination _____ Date _____

Speedometer Reading: On leaving headquarters _____
On returning to headquarters _____

TRAINING STATIONS	Remarks and Points to Remember
Training Sponsor: Phone: Trainee:	
Training Sponsor: Phone: Trainee:	
Training Sponsor: Phone: Trainee:	
Training Sponsor: Phone: Trainee:	
Training Sponsor: Phone: Trainee:	

(Each teacher-coordinator should leave a schedule of visits in the principal's office each day before leaving school.)

COORDINATED VOCATIONAL-ACADEMIC EDUCATION

DAILY COORDINATION

TRAINING STATIONS		Mon.	Tues.	Wed.	Thur.	Fri.

TOTAL HOURS OF COORDINATION THIS WEEK _____

TOTAL HOURS OF COORDINATION THIS SEMESTER _____

TOTAL HOURS OF COORDINATION TO DATE _____

TOTAL MILES TRAVELED THIS WEEK _____

TOTAL HOURS CLASS MET _____

NUMBER OF CALLS ON PARENTS OF PUPILS _____

NUMBER OF CONTACTS WITH EMPLOYERS _____

TOTAL HOURS SPENT IN ACTIVITIES OTHER THAN TEACHING AND COORDINATION _____

TOTAL MILES TRAVELED TO DATE _____

ADDITIONAL REMARKS:

90

SUGGESTED EMPLOYER LETTER OF HAZARDOUS OCCUPATION

School Letterhead

NAME OF EMPLOYER
ADDRESS

Dear Mr. _____:

It is recognized that our Coordinated Vocational Academic Education Student, _____ may during the course of employment with you be called upon to learn to operate or control machines that the Secretary of Labor has declared particularly hazardous for minors under 18 years of age.

Consequently, this agreement is prepared so that you as the employer, and I as a representative of the school, will know that work in occupations declared particularly hazardous shall be incidental to the student's training; that such work shall be intermittent and for short periods of time, and under the direction and close supervision of a qualified and experienced person; that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and that a schedule of organized progressive work processes to be performed on the job shall have been prepared.

In recognition of this agreement, and as an indication of your concurrence, please sign this letter and retain the duplicate copy for your files, and return the original copy to me for my files.

Sincerely yours,

_____, Coordinator
Coordinated Vocational Academic
Education

_____
Name and Address of Employer

_____
Date

(make two copies)

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COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

THIS IS TO CERTIFY THAT

_____

IS AN

HONORARY MEMBER

OF THE

VOCATIONAL OPPORTUNITIES CLUBS

OF TEXAS CHAPTER

_____
(Club President)

_____
(Club Secretary)

_____
(Club Advisor)

SAMPLE THANK YOU LETTER FOR THE EMPLOYER

DATE

EMPLOYERS NAME
TITLE
COMPANY NAME
ADDRESS
CITY, STATE

Dear _____:

I should like to take this means to express, on behalf of _____ High School, my appreciation to you and your employees who worked with _____this year.

This is a wonderful way to train our youth who will take jobs in industry. The problem cannot be solved by varying the content of traditional college preparatory subjects, therefore, through your willingness to cooperate with the school, you have helped provide a very worthwhile program.

I know the student who worked for you is grateful for this opportunity. You have been a real aid to your school system, and you are making a significant contribution to your community by participating in the Cooperative Training program. Hopefully you will continue to support this program. Our school looks forward to another year with plans to make it a better one. If I can be of assistance to you at any time, please feel free to call on me.

Sincerely,

NAME OF COORDINATOR
Cooperative Training Coordinator

EQUIPMENT INVENTORY

Department _____ Year _____ Teacher _____

Description of Equipment	Model Number	Serial Number	Original Cost	Year Purchased	Depreciation (20%-10%)	*
*Designate state, local, or Federal funds						

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

This is to certify that _____

Has successfully completed the program

_____

Presented this _____ Day of _____ 19____

at _____

Houston, Texas

_____

Principal

_____

Director, CVAE

_____

Teacher-Coordinator

_____

Superintendent

COORDINATED VOCATIONAL-ACADEMIC EDUCATION PROGRAM

This Is To Recognize _____

For

OUTSTANDING SERVICE AND COOPERATION

As A

TRAINING STATION

During

19___ *and* 19___

_____

(High School)

_____

(Principal)

_____

(Director)

_____

(Teacher/Coordinator)